

2017

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How does it make a difference?

Evidencing the impact of out of school learning accredited and celebrated by Children's University in Sheffield



Acknowledgements

First and foremost, this report is dedicated to the many schools and Learning Destinations who are part of Sheffield Children's University (CU) and provide a fantastic variety of high quality learning opportunities for children and young people. Sincere thanks to all CU contacts, school staff and activity leaders for providing the participation data that is central to our work and also for helping us to ensure that all children and young people are celebrated and motivated to continue to learn in their own time.

Heartfelt thanks also to all the parents/carers, children, young people and families who are part of CU in Sheffield and constantly inspire us with their support and encouragement and passion for our work.

A special thanks to those we have supported and sponsored our work this year, especially Sheffield Hallam University, The University of Sheffield and Sheffield International Venues. My sincere gratitude is also extended to Mark Miller and colleagues from the Performance and Analysis team for their professional input and valuable support.

Finally, to my team and my partner in crime Helen, thank you for your hard work and dedication and for always striving to be the very best at what you do. None of this would be possible without you!

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Introduction

Sheffield Children's University is part of a national initiative that encourages and celebrates participation in a wide range of learning opportunities outside of normal school hours. Children and young people are awarded with one CU credit per hour of engagement and are presented with award certificates at intervals of 30 (Bronze), 65 (Silver) and 100 (Gold), continuing to 1000 credits. Special award ceremonies are held in prestigious venues across the city to celebrate achievement and encourage participation. Children receive a detailed learning profile evidencing their activities and hours of engagement with every award.

The key objectives of Sheffield CU are to:

- Encourage children, young people and families to seek high quality learning opportunities both in school and in the community
- Raise aspirations of children, young people and their families
- Raise attainment and attendance at school
- Have a positive impact on attitude and behaviour
- Support children's health and wellbeing
- Encourage children and young people to take control of their learning
- Inspire, demonstrate and share best practice in extended learning provision



The success and continued growth of Children's University in Sheffield is a result of a strong and thriving network of both schools subscribed to CU and community Learning Destinations (approved activity providers and clubs) where children and young people can collect CU credits using a Passport to Learning. Both schools and Learning Destinations commit to adding value to their activities by providing participation data to ensure children and young people are recognised for their commitment to out of school learning. This information is entered into a CU module on the Capita ONE database and analysis of participation is shared with schools, families, organisations and the Local Authority.

Key Figures July 2018	2015/16	2016/17	2017/18
Sheffield children & young people with CU credits	34,316	39,220	42,609
Girls/Boys participating	17,232 girls	19,656 girls	21,318 girls
	17,084 boys	19,564 boys	21,301 boys
CU credits awarded so far	1,787,984	2,315,838	2,768,542
Schools subscribed to CU	70	70	73
Passports in circulation	16,000	18,000	20,000
Sheffield Learning Destinations	170	200	220
Awards Issued per year Bronze = 30,130,230 etc hours Silver = 65, 165, 265 etc hours Gold = 100,200, 300 etc hours	4,497 Bronze	5,101 Bronze	6,000 Bronze
	2,728 Silver	3,725 Silver	4,000 Silver
	1,937 Gold	2,632 Gold	2,733 Gold

Reflection

2016/17 was another year of significant growth for Sheffield CU, with over 42,000 children and young people in the city now recorded as having CU credits. This reflects a 25% increase in participants, as well as a 54% increase in the number of CU credits awarded over a two year period, reflecting last year's growth rates. We also awarded more Silver and Bronze Awards than ever and 2,733 Gold Award winners were invited to attend one of our award ceremonies at prestigious venues across the city. This represents a further 26% increase in Gold Award winners when compared to last year, which also saw a 26% increase in numbers too, demonstrating the success of our work, but also the challenges faced in terms of growing numbers and capacity.

Throughout the year, we have continued to maximise the impact of Sheffield CU and develop opportunities for all whilst safeguarding our work and the high quality service we have developed and delivered over years, which is accredited by the highest level of the QiSS quality award. As we have grown, we have had increasing levels of interest from families and schools beyond Sheffield but our capacity clearly needs to grow to support this work, which is challenging in the current climate. Back in December however, an exciting opportunity arose as we were approached by Sheffield Hallam University who were eager to build on our excellent practice, reputation, knowledge and expertise to develop a South Yorkshire Children's University.

This work is part of South Yorkshire Futures which is a Sheffield Hallam led social mobility partnership focused on improving attainment and raising aspiration in disadvantaged areas. Being part of a high profile flagship Department for Education and Sheffield Hallam University initiative puts Sheffield CU at the heart of this exciting development and there are clear benefits for the team, City Council and wider region. To manage the project and complete this work, two senior members of the team (Katie and Helen) have been seconded for one day a week. This arrangement is carefully managed to ensure we continue to deliver the same quality service in Sheffield. Early signs are extremely positive with many key stakeholders engaged and we are hopeful it will continue to provide many further opportunities for Sheffield CU and the wider region as work progresses.

Delivery of special projects has continued and grown throughout this academic year, with more schools and families engaged. Over 20 new out of school activities, initiated by children and young people in CU schools, have been funded through our Acorn Fund. This year's Art project in a box, developed in partnership with Ignite Imaginations, proved extremely popular with nearly 40 staff from 35 CU schools attending a training and support session at the Sheffield Institute of Art. Participating school staff and children were also invited to come together to share skills and celebrate their learning at a special art celebration event in the summer term. Work has begun on the 18/19 project in a box, which

is being developed by Sheffield Hallam University and will provide activities that support children's mental health and well-being.

The CU Festival of Fun also moved into its fourth year, and provided over 40 different learning activities for families across the city during the summer holidays, all free with a Passport to Learning. This programme kicked off in style, with a launch event in the Moor Market and a special parade down the Moor by the Concord Youth Music and All Stars Junior Marching Band.

Overview

This report provides an analysis of results in Sheffield, comparing academic performance in Key Stage 2 SATS taken in Y6 at primary school, and Key Stage 4 GCSE's taken in Y11 with participation in CU activities. Results of this annual analysis have continually shown a clear link between participation in CU activities and achievement and attendance at school, with performance remaining constant and in some cases improving. This report hopes to reflect these findings, which have been evident in Sheffield CU impact reports since 2009.

During 2017, further substantial reforms in accountability and assessment were implemented for secondary schools. This report will reflect these changes by utilising the new assessment frameworks at both primary and secondary level and will continue to analyse key headline accountability measures in order to demonstrate impact.

Whilst the primary analysis will continue to focus on citywide figures due to the size and spread of participants, the consistent number of CU subscribed secondary schools means that the majority of participation still takes place predominantly in the North East. As a result of these sustained relationships with longstanding secondary schools, the KS4 analysis will continue to focus on this area of the city in order to create a meaningful comparison.

This report will also include a number of case studies which aim to provide the context behind data and give a real insight into the further impact of Sheffield CU on families and schools. It will also include a look at progression routes for post 16 students, building on analysis introduced in previous reports.



Primary Key Findings – Y6 SATs 2017

- 60.3% of CU students achieved the expected standard in Reading, Writing and Maths which is in line with both the Sheffield and national average. This rose to over 70% of those pupils who have achieved a Gold award, nearly 10% higher than both the citywide and national average.
- CU pupils improved on citywide Maths progress results with significantly above average progress scores across the board whilst results for non CU pupils were not significantly different from those with similar prior attainment nationally. These results were also reflected in Writing progress scores as CU pupils improved on the citywide result, and were significantly above the national average in all cases.
- 42.1% of non CU disadvantaged pupils achieved the combined expected standard measure, falling below the city average of 45.2% for disadvantaged pupils by 3%. In contrast, 47.6% CU pupils as a whole achieved this measure, improving on the city average by over 2%. For Gold award level pupils, performance bettered the Sheffield average for disadvantaged pupils by over 14%. This brings them in line with the Sheffield average for all pupils.
- Maths progress results for non CU pupils were significantly below average when compared with those with similar prior attainment nationally whilst disadvantaged CU pupils performed as well as their national counterparts. For those at CU award levels, progress results were significantly above average at all levels.

Secondary Key Findings – GCSE 2017

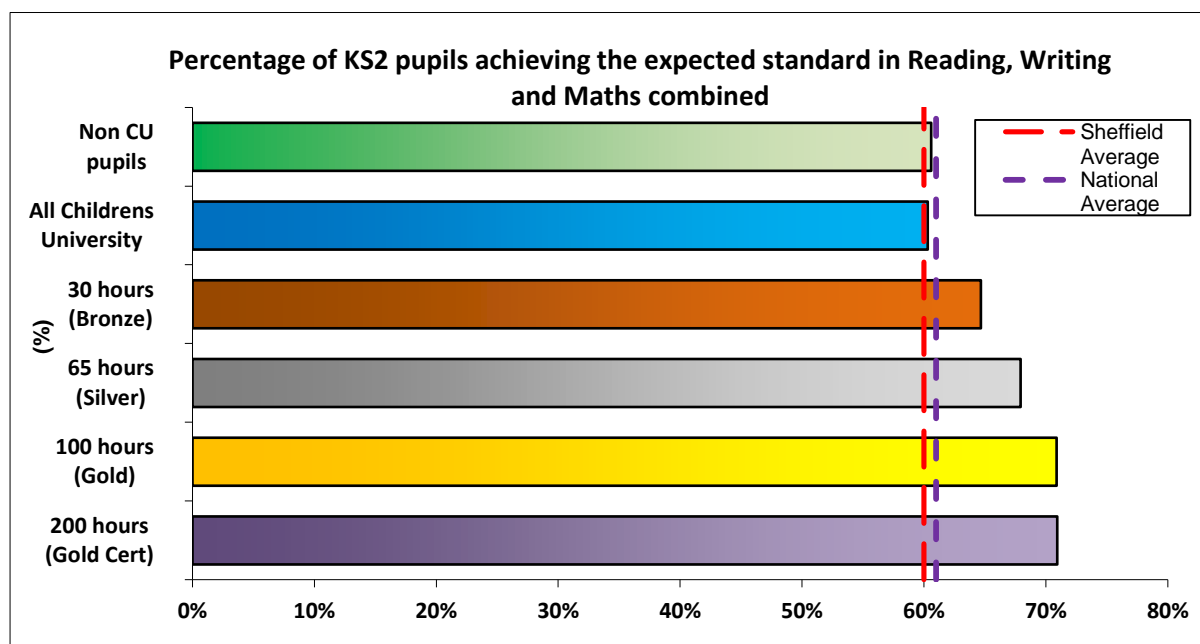
- 24% of CU students in the North East achieved the key benchmark of a grade 5 or above in English and Maths compared to 29% of non CU students, around 10% lower than the national average. For those students at CU award levels however, performance improved significantly, exceeding the average for the North East, and coming within 3% of both the city and national average for those with Gold awards.
- North East CU and non CU students as a whole fell below both the citywide and national average Attainment 8 scores but CU students at award levels did narrow the gap. Those who had achieved over 100 hours of participation exceeded the citywide and national averages with a score of 45.3, rising to 47.7 for those who achieved over 200 hours, bettering these averages by over 3 points.
- CU students at award levels reflected the citywide Progress 8 scores as they performed as well as those with similar prior attainment nationally. However, results were particularly positive for those achieving a Gold award for 100 hours as performance was significantly above average in comparison with others nationally.
- For low attaining students, attendance figures were particularly significant, with those at CU award levels improving on the Sheffield average in all cases, and by nearly 5% at Gold level. This finding reinforces the trend identified in last year's report, indicating that the low attaining students involved in CU have significantly better attendance, giving them much more opportunity to learn and achieve in school compared to their non CU low attaining counterparts.

Primary Participation and Performance Analysis

2017 saw a further increase in CU primary participation across the city as 53% of the Y6 pupils who took their SATs had CU credits, a total of 3055 pupils. Whilst this represents a 2% rise when compared to last year's figure (51%), participant growth rates do appear to have slowed slightly when considering previous trends. However despite this, the gap between numbers of CU pupils and non CU pupils has widened. During 2017, there were around 5% more CU pupils than non CU pupils citywide who took their SATs, building on the 2% difference evidenced for the first time in 2016. The number of schools subscribed grew only slightly this year so it's likely that this increase can be attributed to sustained investment by schools that actively encourage engagement as pupil's progress through their primary education. Continued independent use of the Passport to Learning may also have contributed to this increase.

Furthermore, CU primary participation appears to have spread further across the city during 2017, as in each locality CU participation has increased except in the North East, which traditionally has seen the majority of participation. Though it still remains the largest area, the area of most significant growth was in the South West, which saw growth of around 8% during this period.

In terms of participation levels, 56% of the Y6 pupils across the city had achieved at least a Bronze Award for 30 hours of engagement, a 2% increase from last year which reflects the trend evidenced previously. 21% of these pupils have achieved a Gold Award for 100 hours of activity, whilst 8% of pupils had participated in 200 hours, a total of 234 pupils.



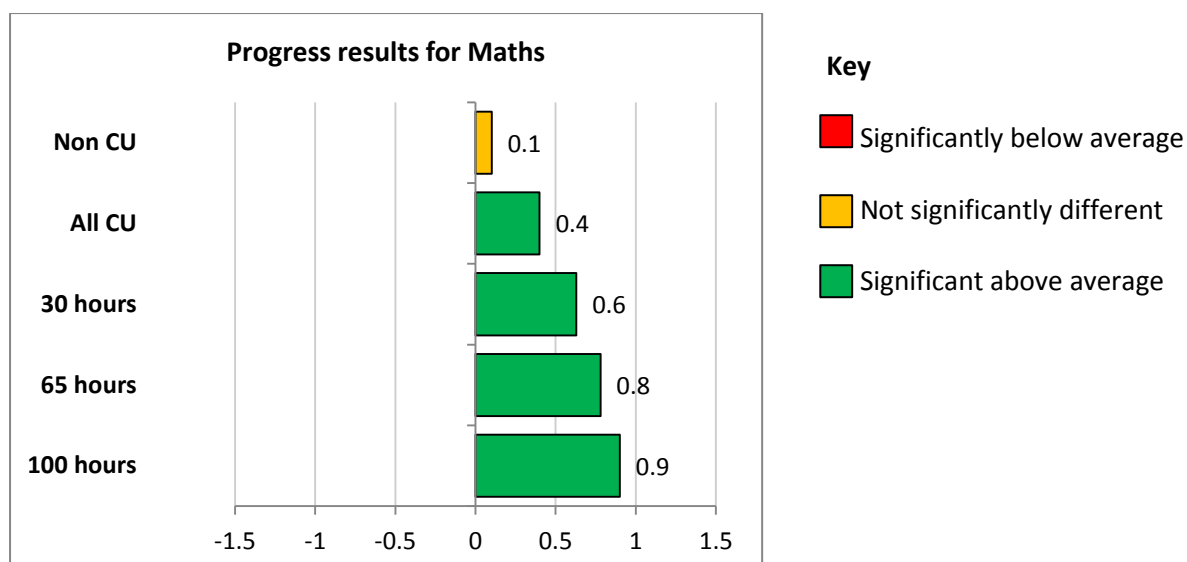
In response to changes made to the primary assessment framework last year, the key measure utilised in this report is the 'expected standard', which is now the benchmark used for primary pupils. To achieve the expected standard, pupils must have a scaled score of over 100 in Maths and Reading and have been teacher assessed to be 'working at the expected standard' in Writing. Citywide performance improved significantly this year as 60% of Sheffield pupils achieved this measure, an increase from 53% the previous year. Sheffield has also remained within 1% of the national average of 61%.

The performance of CU pupils reflects this successful citywide outcome, and in most cases improves on it. The chart shows that the percentage of CU pupils as a whole achieving the expected standard in Reading, Writing and Maths combined was 60.3% which is in line with the city and national average as well as their non CU counterparts. However, for those pupils who have achieved CU award levels, performance was significantly better, improving on the Sheffield and national average across the board and bettering the performance of non CU pupils by an average of 6%. From the chart, we can also see that 64% of pupils who reached Bronze award level achieved this measure rising to over 70% of Gold award winners, nearly 10% higher than both the citywide and national average.

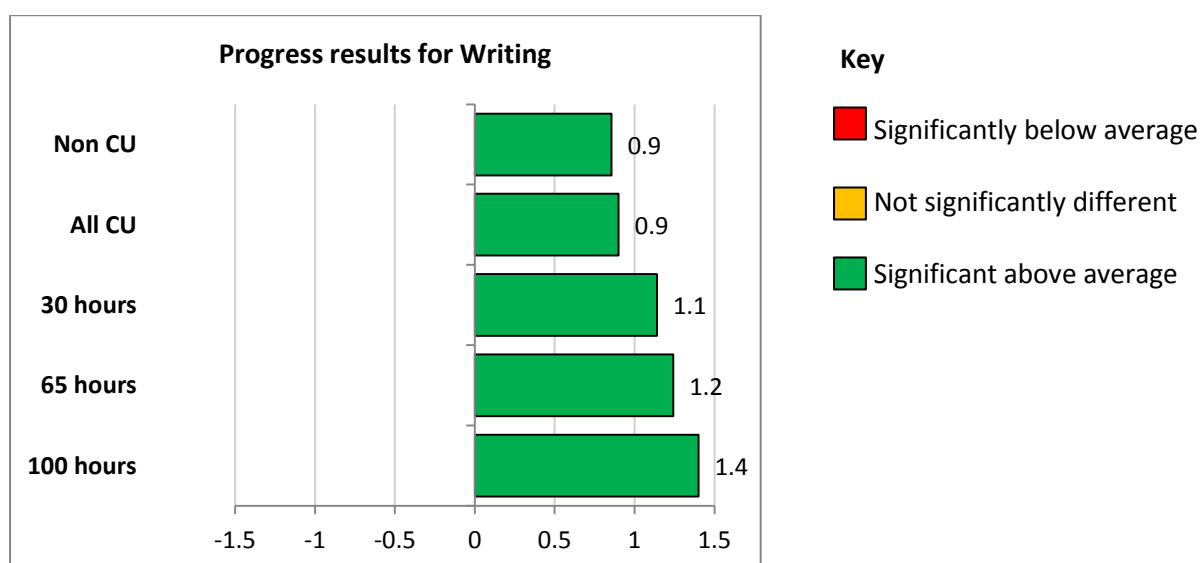
Progress

A new value added measure introduced last year means that pupil's results are now compared to the achievements of other pupils with similar prior attainment nationally. This type of measure means schools are rewarded for the progress their pupils make, no matter what their starting point. It can be considered a fairer benchmark for schools as a result as it recognises that they may be doing well in more challenging circumstances e.g. where the cohort has low prior attainment.

As progress results are based on a particular group of children, it's important to account for natural uncertainty as a school may have performed differently with a different group, or a child may perform better or worse independently of which school they attend. To do this, confidence intervals are applied. If, when taking into account the lower confidence limit, the result is greater than zero, it means the school is above the national average. If the upper limit is below zero, the school has made less than average progress. Where these lines overlap zero, it means results are not significantly different.

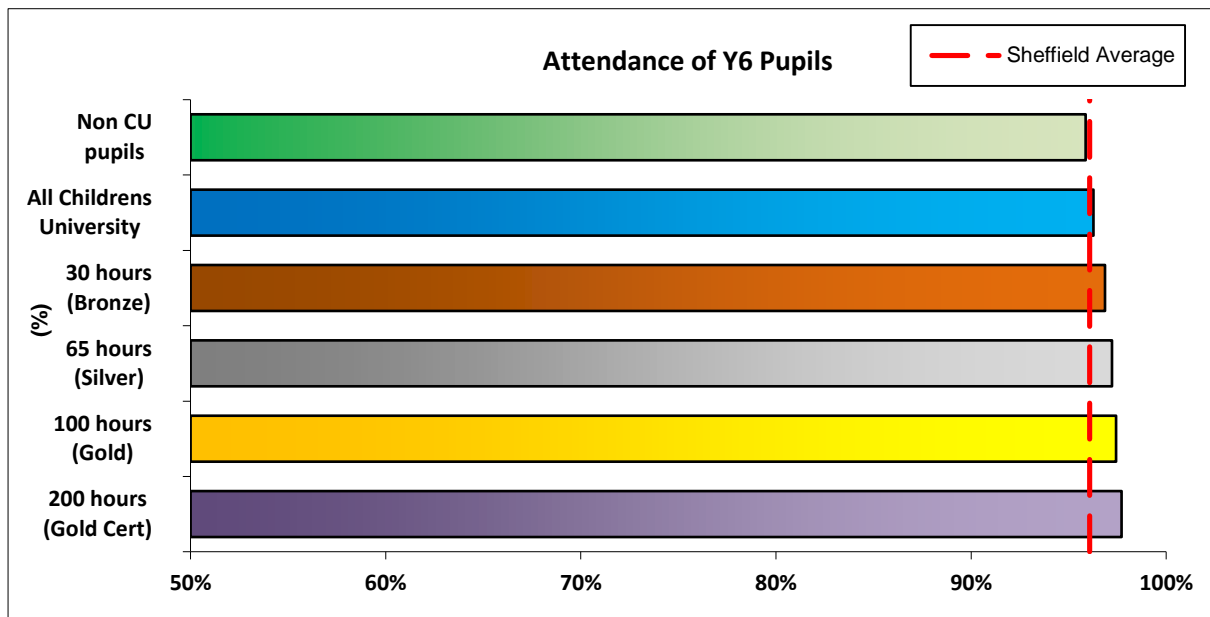


Maths progress results citywide were above average in 2017, and from the chart above we can see that CU pupils as a whole, and at each award level reflected this result with significantly above average progress scores across the board. In comparison, progress results for non CU pupils were not significantly different from those with similar prior attainment nationally.



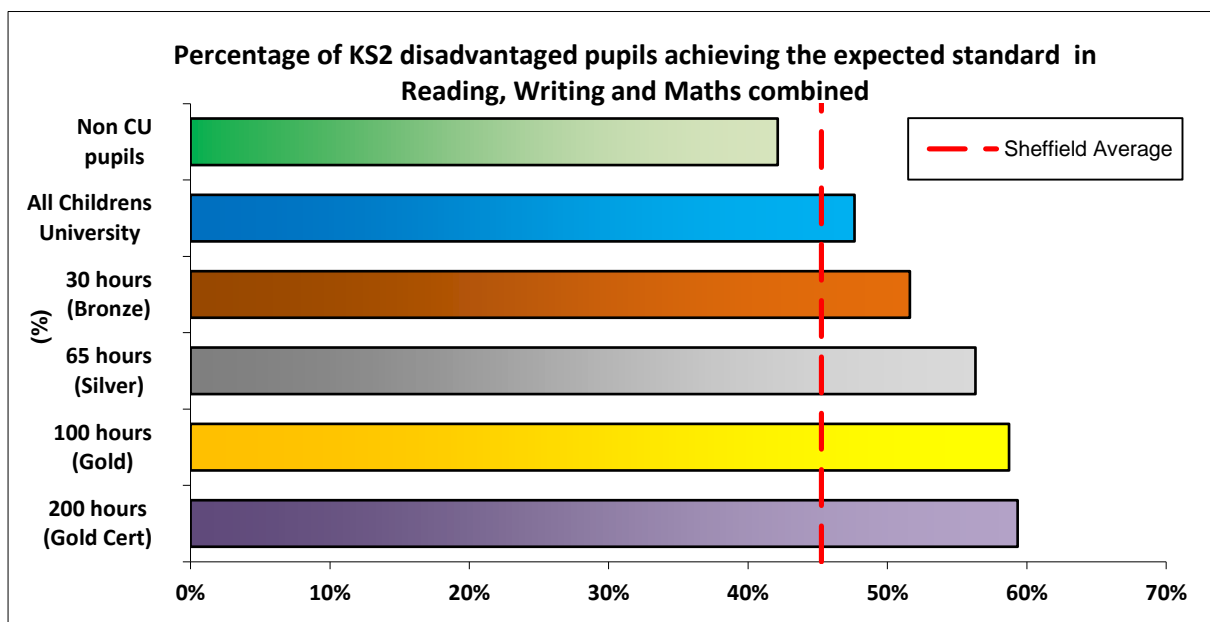
Results for writing were also above zero citywide, meaning progress was significantly above average. Looking at the chart, we can see that as a whole non CU pupils reflected this result, with performance remaining in line with the city average of 0.9. Similarly, CU pupils performed as well as other pupils with comparable prior attainment nationally. For those achieving CU awards however, performance improved on the citywide result, and was significantly above the national average in all cases.

Attendance



From the chart above, we can see that the attendance of non CU pupils fell below the Sheffield average, whilst CU pupils were slightly above. Attendance improves for pupils who have achieved CU award levels, rising to over 97% for both Silver and Gold award winners, bettering both last year's figures, and the city average.

Disadvantaged



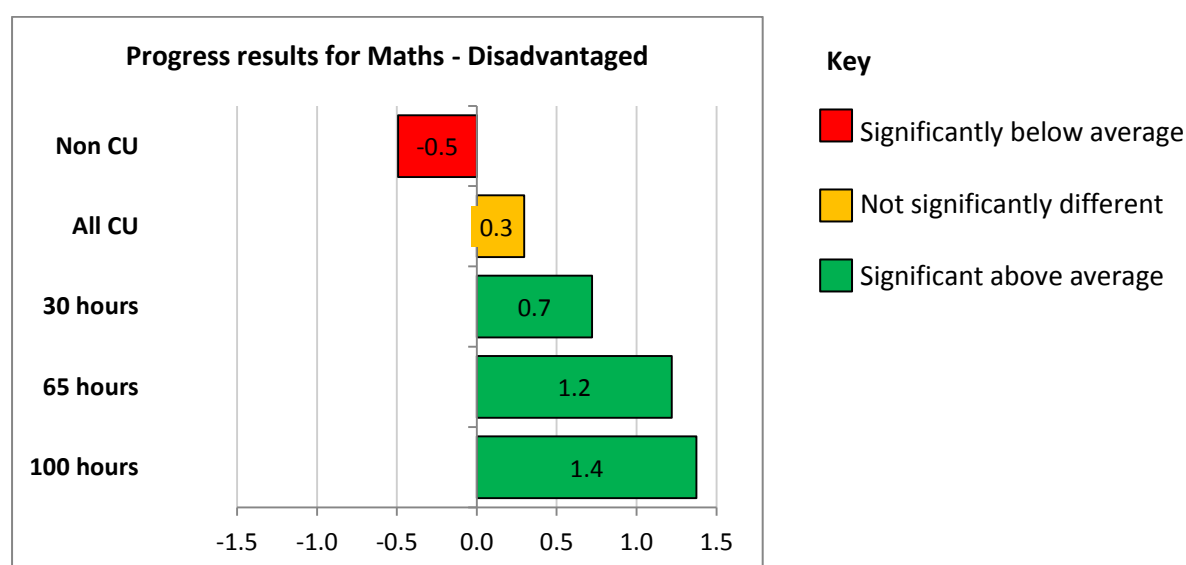
Disadvantaged pupils are those who have been eligible for free schools meals at any time during the last six years, and children who are looked after. Typically, the academic performance of these pupils is much lower than their peers, so they receive Pupil Premium

funding which supports schools in raising their attainment and helping close the gap. Of the 2,190 Y6 disadvantaged pupils identified in Sheffield in 2017, 57% have CU credits.

42.1% of non CU disadvantaged pupils achieved the combined expected standard measure, falling below the city average of 45.2% for disadvantaged pupils by 3%. In contrast, 47.6% of CU pupils as a whole achieved this measure, improving on the city average by over 2%. For pupils at CU award levels, results were significantly better as they consistently outperformed not only non CU pupils but also the Sheffield average across the board.

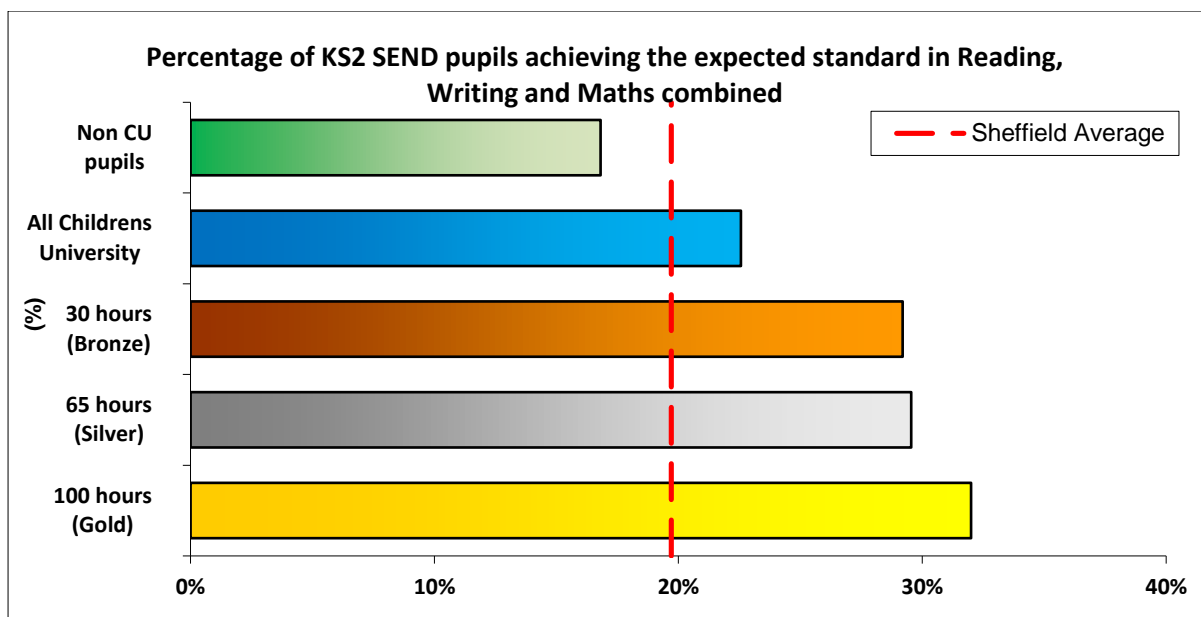
For those pupils who have achieved over 100 hours of participation, results were particularly significant. From the chart we can see that performance was better than the Sheffield average for disadvantaged pupils by over 14% bringing them in line with the Sheffield average for all pupils, and reinforcing the findings from previous reports.

Progress results were also positive for CU disadvantaged pupils, as shown in the chart below. Whilst Maths progress results for non CU pupils was significantly below average when compared with those with similar prior attainment nationally, CU disadvantaged pupils performed as well as their national counterparts. For those at CU award levels, progress results were significantly above average at all levels.



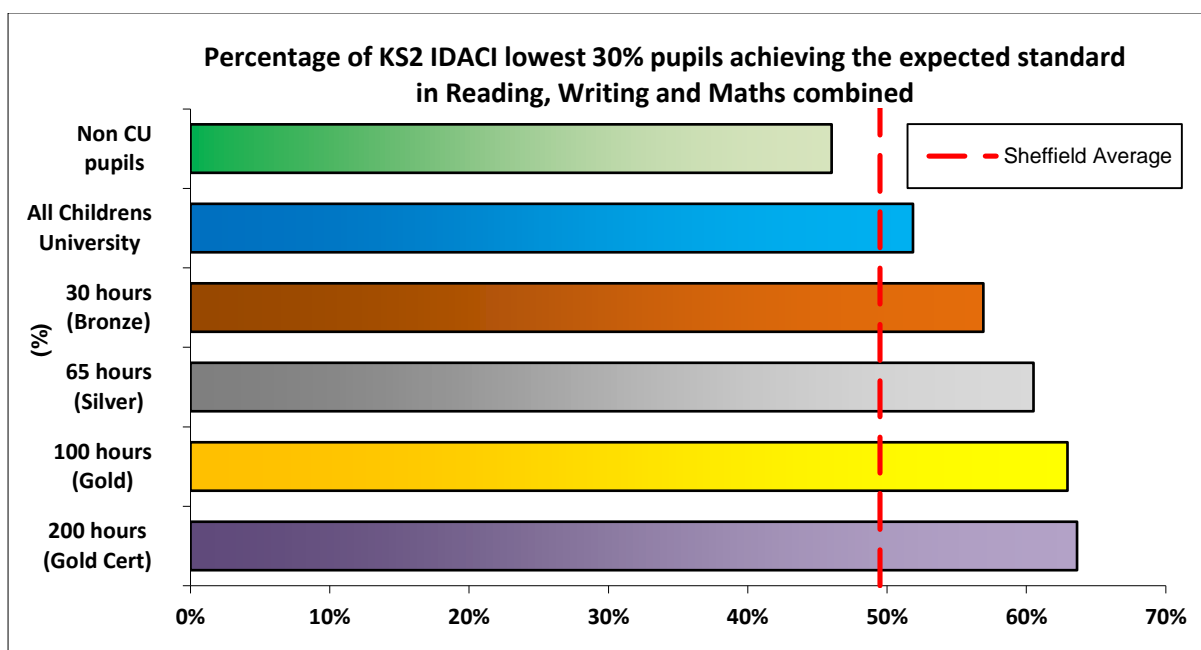
Special Educational Needs and Disabilities (SEND)

Of the 1,162 Y6 SEND pupils across the city, 50% of pupils have CU credits, a slight decrease on last year's figure of 52%. From the chart we can see 22.6% of CU SEND pupils achieved the expected standard in the combined measure, improving on the performance of their non CU counterparts by over 5%, and the city average by 3%. For those SEND pupils who have achieved a Gold Award, performance was better by nearly 10%, reflecting the findings of the 2016 report.



Income Deprivation Affecting Children Index (IDACI)

IDACI measures the proportion of children under the age of 16 in a local area that live in low income households. For those Y6 pupils who live in the bottom 30% of lower super output areas (an area defined by population), we see a familiar trend that reflects previous results.

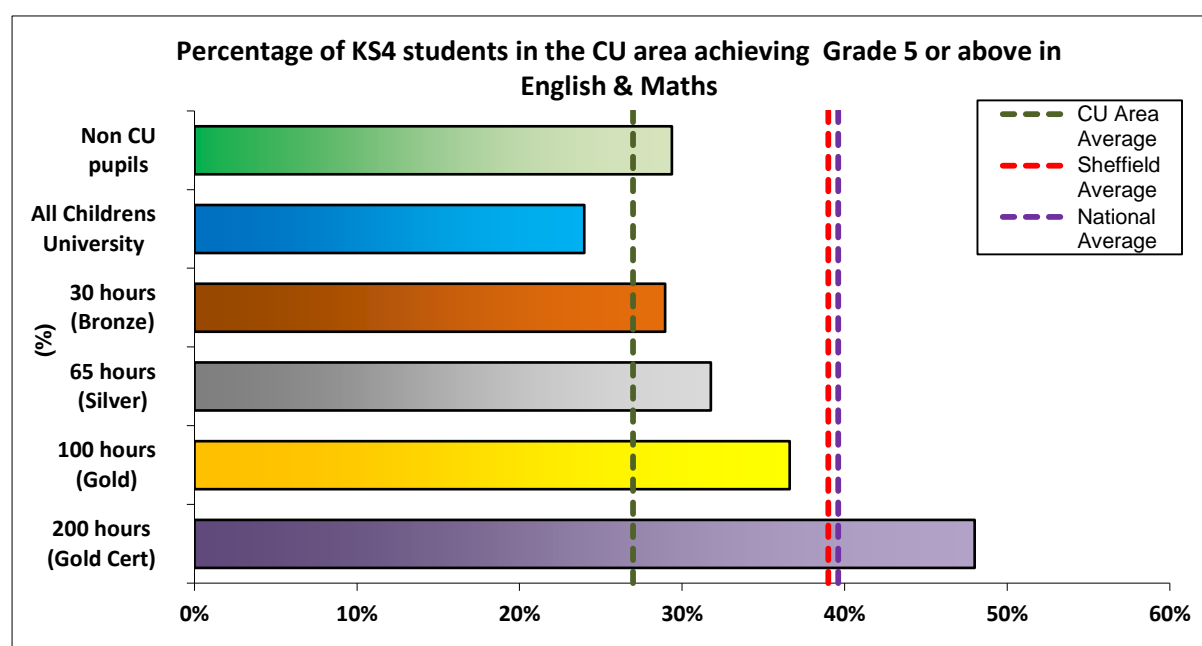


From the chart above, we can see that whilst the number of non CU pupils achieving the expected standard fell below the city average by 3%, 51.9% of CU pupils in these areas achieved this measure, surpassing the city average of 49.5% by over 2%. Furthermore, the performance of pupils at CU award levels improved significantly, rising to over 63% for those who have taken part in over 200 hours of activity, more than 13% higher than the city average, and 2% higher than the national average for all pupils.

Secondary Participation and Performance Analysis

At secondary level, the number of students participating in CU across the city slightly decreased during 2017 as 15% of Y11 students who sat their GCSE's had CU credits, compared with 16% last year. Spread of participation across the city also slowed as more than half of these CU students (58%) attended one of the longstanding CU subscribed secondary schools, compared with 54% as evidenced in last year's report. This change seems to suggest that the few secondary schools engaged with CU have continued to embed their programme, building on the transition of pupils from their feeder primaries, the majority of whom are now members of Sheffield CU or have been engaged over a number of years.

As there were no new secondary schools that subscribed to CU during 2017, as previously, the majority of this participation continues to take place in the North East of the city around a group of core schools. This area contains some of the most deprived neighbourhoods in Sheffield where attainment and aspirations are generally below average. As a result of strong relationships with these schools, the secondary analysis will continue to focus in this designated 'CU area' in the North East in order to create a valid comparison between students who are from the same area who have access to similar opportunities. Within the North East of the city, 44% of all Y11 students have CU credits, a slight increase on last year's figure of 43%.

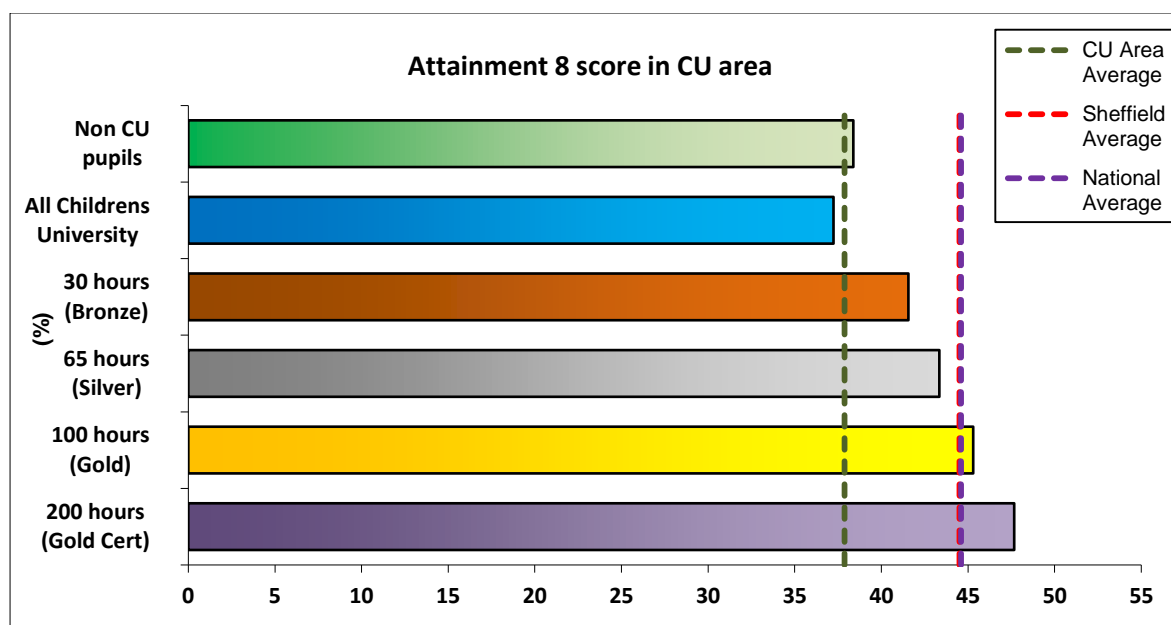


During this year, students sat reformed GCSE's in two subject areas for the first time, which were graded on a scale from 1 to 9 (9 being the highest). From 2017 new grades will be implemented over a 3 year period starting with English and Maths. This change marks the introduction of more challenging GCSE content as well as allowing for better differentiation between students of different abilities. As a result of these changes, one of the headline

accountability measures for schools has changed to the achievement of a grade 5 or above, which is equivalent to a high or 'strong' C. Under the new structure, a grade 4 can also be considered a lower C, but this report will utilise the stronger grade 5 measure reported as part of Department for Education headline figures in the performance tables.

The chart shows that the number of CU students in the North East achieving the key benchmark of a grade 5 or above in English and Maths as a whole is 24%, compared to 29% of non CU students in this area, which is still around 10% lower than the national average. However, for those students who have achieved CU award levels performance improves significantly, exceeding the average for the North East, and coming within 3% of both the city and national average for those at Gold award level for 100 hours. For those who achieved a Gold certificate for 200 hours, performance exceeded the city and national average by nearly 10%.

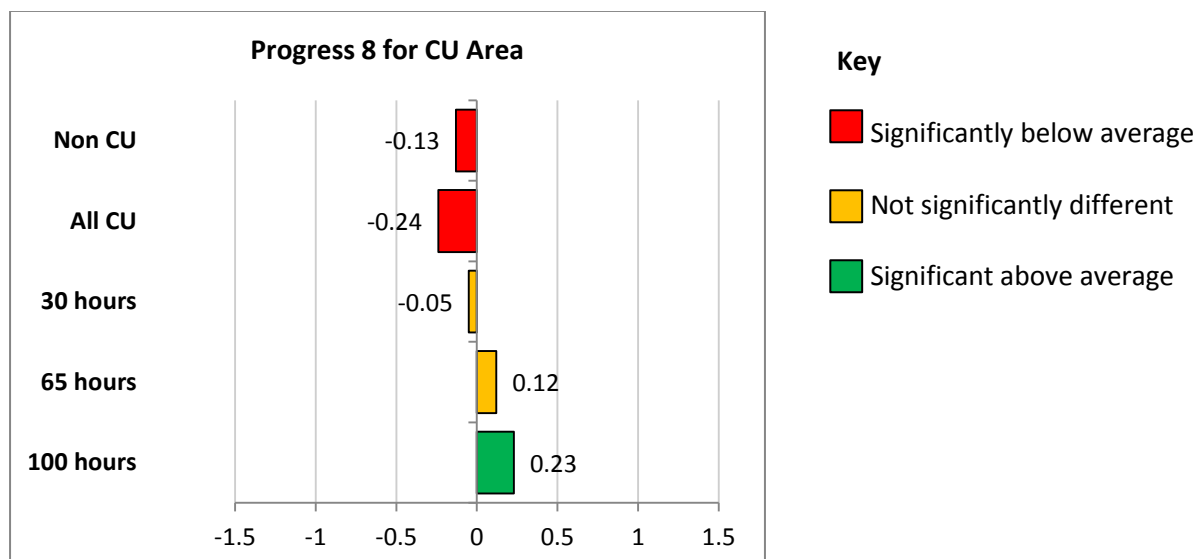
Another key headline accountability measure at secondary level introduced last year is Attainment 8. This measure reflects a student's average achievement across a range of 8 subjects including English and Maths which is double weighted, 3 qualifications that count towards the English Baccalaureate (which includes science, languages, history and geography) and 3 further qualifications. Each grade a student achieves in these subjects is given a point score which is then added together to create the Attainment 8 score.



The average Attainment 8 score both nationally and citywide was the same, 44.6. Looking at the chart we can see that whilst CU and non CU students as a whole in the North East fell below both these average scores, CU students at award levels did narrow the gap, reinforcing the initial findings from last year's report. Those who had achieved over 100 hours of participation exceeded the citywide and national averages with a score of 45.3, rising to 47.7 for those who achieved over 200 hours, bettering the average by over 3 points.

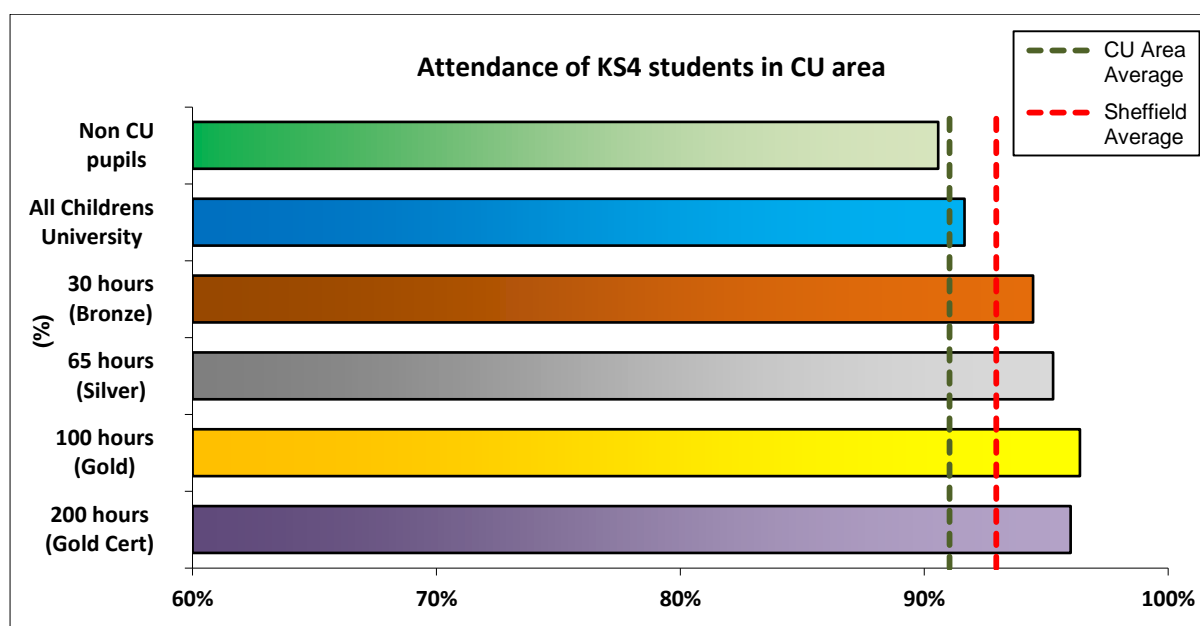
Progress 8

The Progress 8 measure captures the progress a student makes from primary to secondary school and is now the key emphasis at Key Stage 4. This value added measure compares student's results to the achievement of others with similar prior attainment nationally and is utilised to determine whether a school is considered below the floor standard, set at -0.5.



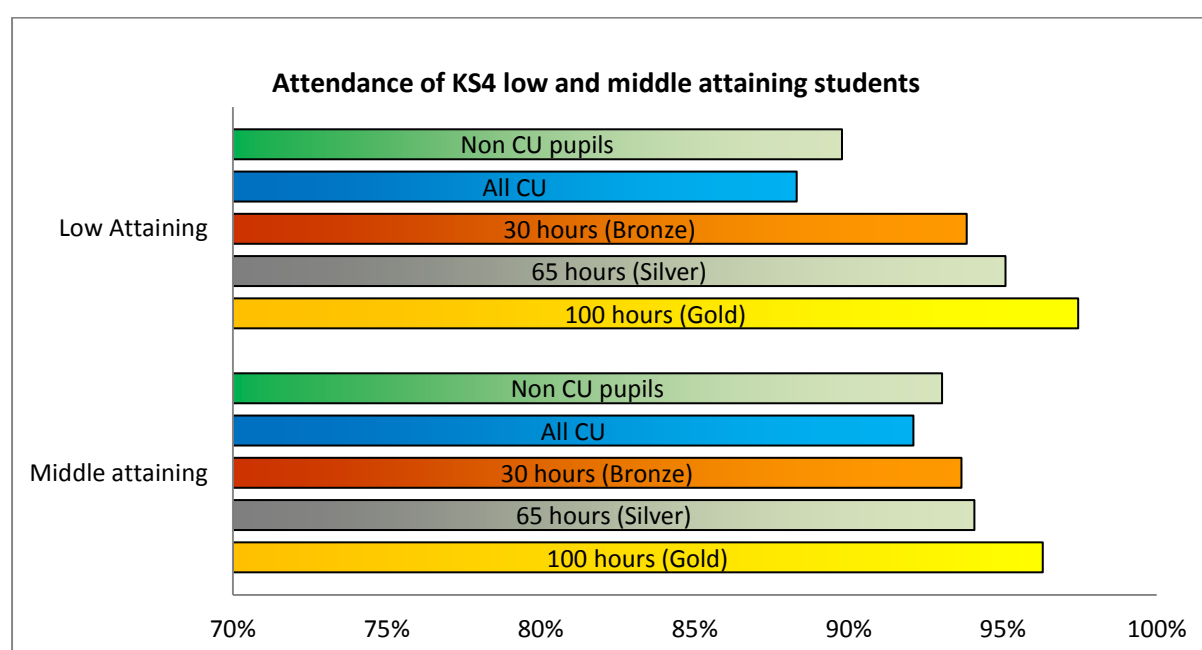
The Progress 8 score for Sheffield was 0.01, reflecting the result from last year. Progress for all CU and Non CU students from the North East as a whole was less positive in comparison, as performance was significantly below average across the board this year. However those at CU awards levels performed as well as those with similar prior attainment nationally. Results were particularly positive for those achieving a Gold award for 100 hours as performance was significantly above average in comparison with others nationally. For an area where attainment is traditionally low, this can be considered a good result.

Attendance



From the chart, we can see that the attendance of CU students as a whole is above the North East average and within 1% of the citywide average, whilst non CU students fell below both the local and national average by the same margin. At each of the award levels, attendance improves, rising to over 96% which is within 1% of last year's figure for those at Gold Award level and significantly better than both the local and city average.

Furthermore, when looking at the prior attainment groups of the CU students, we can see that attendance at each award level for both low and middle attaining students is considerably better when compared with non CU students. For low attaining students, attendance figures are particularly significant, with those at CU award levels improving on the Sheffield average in all cases, and by nearly 5% at Gold level. This finding reinforces the trend identified in last year's report, indicating that the low attaining students involved in CU have significantly better attendance, giving them much more opportunity to learn and achieve in school compared to their non CU low attaining counterparts.

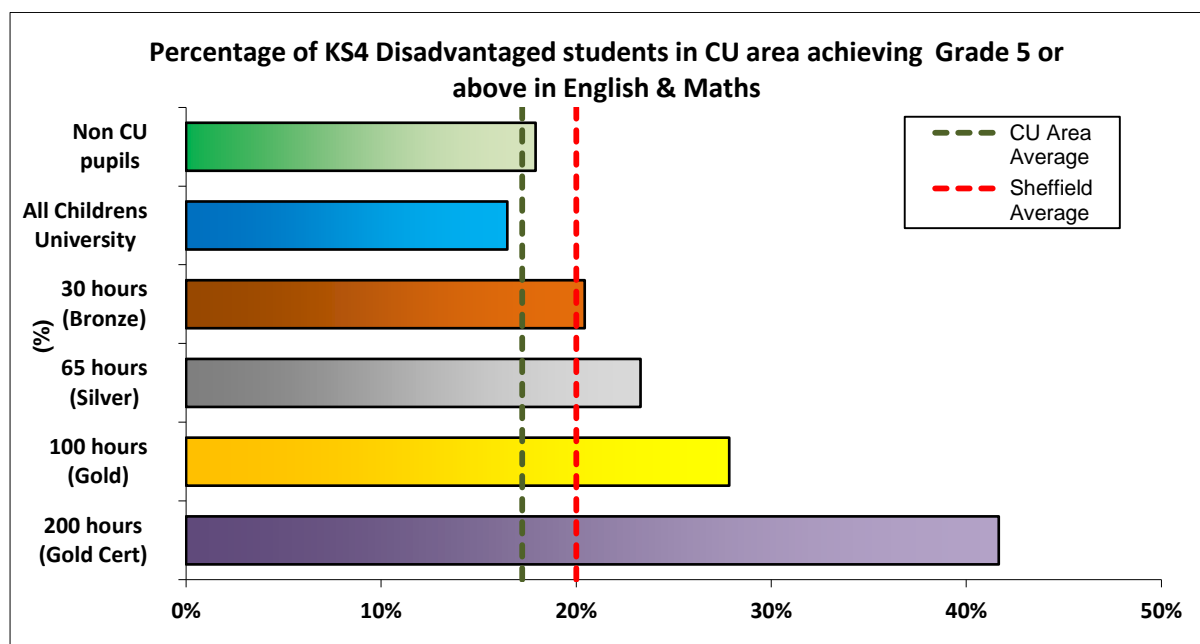


Disadvantaged

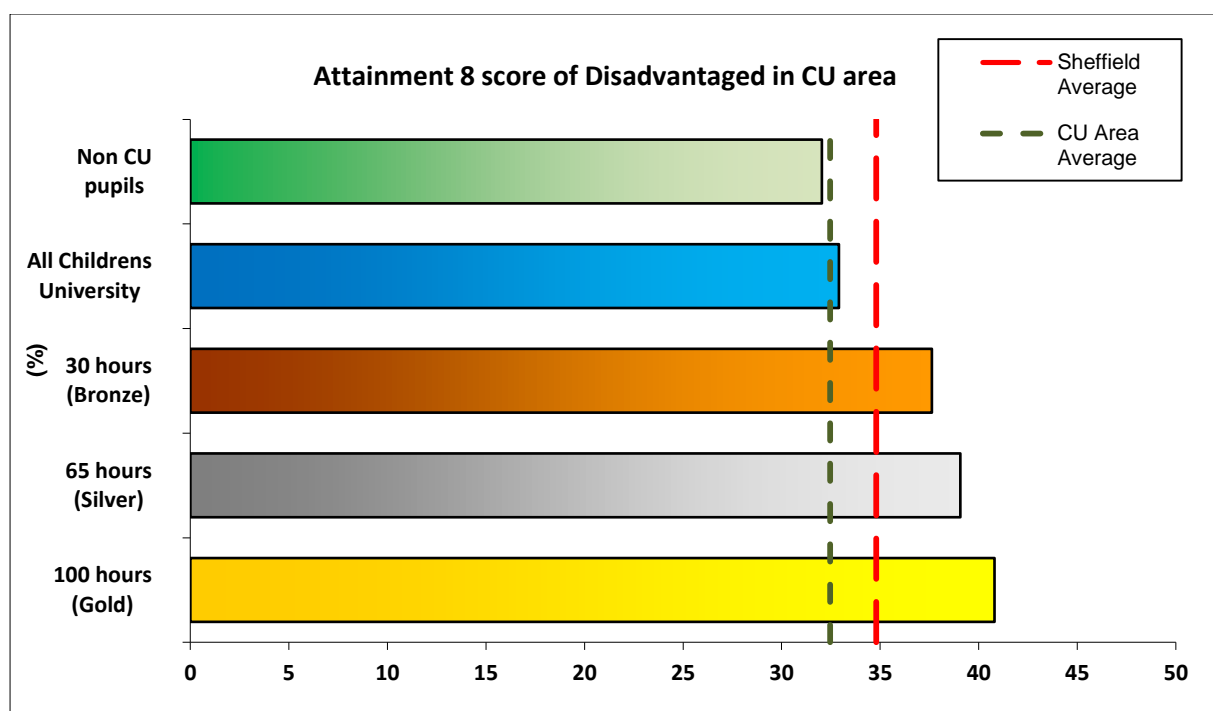
In 2017, 1,615 Sheffield Y11 students were considered disadvantaged and eligible to receive Pupil Premium funding to help support their academic performance and close the gap. Of these students, 21% have CU credits, a 2% decrease from last year's figure. Within the North East however, 48% of disadvantaged students have CU credits which accounts for 75% of all the Y11 disadvantaged students in the city. Both these figures reflect an increase on the previous report.

From the chart we can see that the percentage of disadvantaged CU students as a whole achieving the key measure of grade 5 or above in English and Maths is within 1% of the CU area average for these students, whilst the percentage of non CU students is slightly above. However, at each CU award level, CU students surpassed the local and citywide average for

disadvantaged students, rising to over 41% of those with 200 hours or more, bettering the performance of non-disadvantaged pupils in the city.

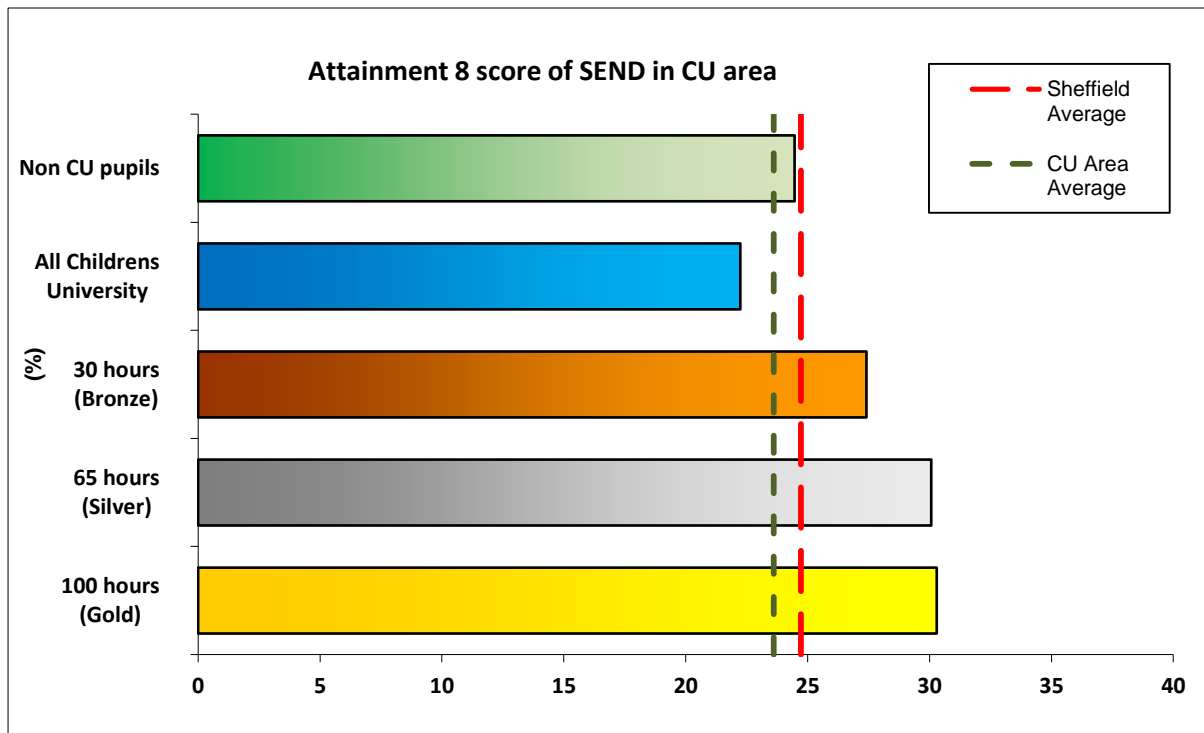


A similar positive result can also be seen when we look at Attainment 8 scores for disadvantaged students. From the chart we can see that the scores of CU disadvantaged students as a whole are slightly higher than their non CU counterparts, improving on the average scores locally, and narrowing the gap citywide. However, disadvantaged students who achieved CU award levels exceeded both the area and citywide average across the board. For those who have achieved 100 hours, Attainment 8 scores were particularly positive, with students bettering the local and citywide averages for disadvantaged students and also coming within 4 points of the national average for non-disadvantaged students.

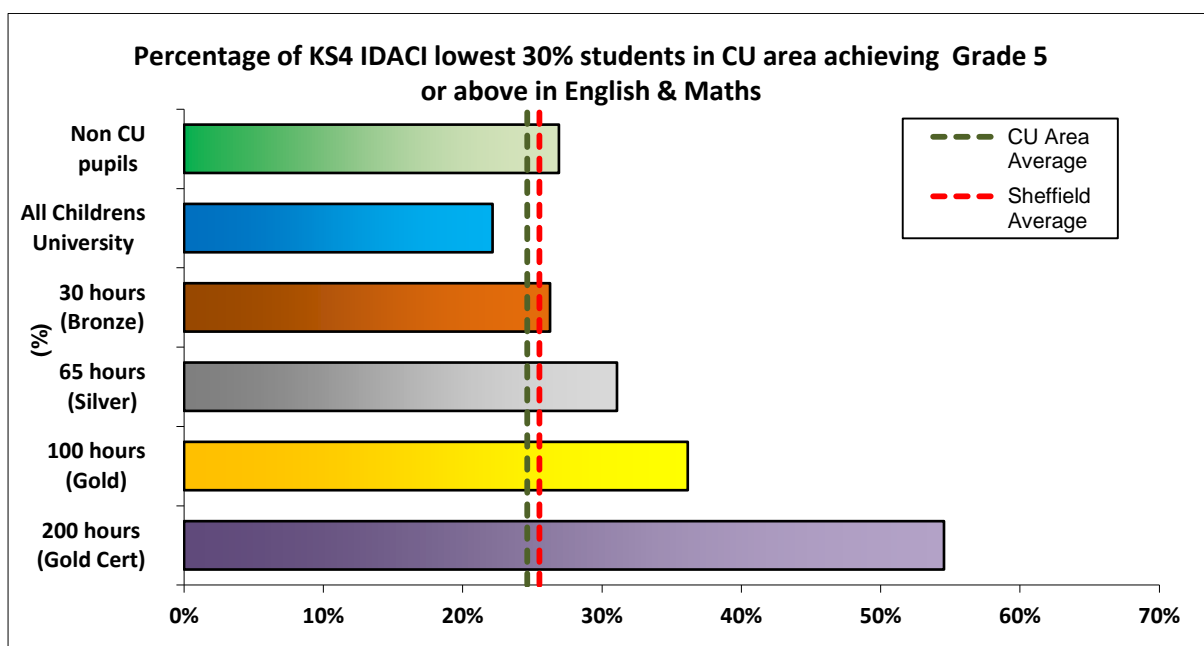


Special Educational Needs and Disabilities (SEND)

In the North East, 39% of SEND Y11 students have CU credits, which is slightly lower than last year's figure. The chart below shows that Attainment 8 scores of CU SEND students as a whole fell below both the local and citywide average for SEND students, whilst non CU students met the citywide average. At each CU award level performance was significantly better, consistently improving on both the local and citywide averages, and out performing their non CU counterparts by an average of nearly 5 points.

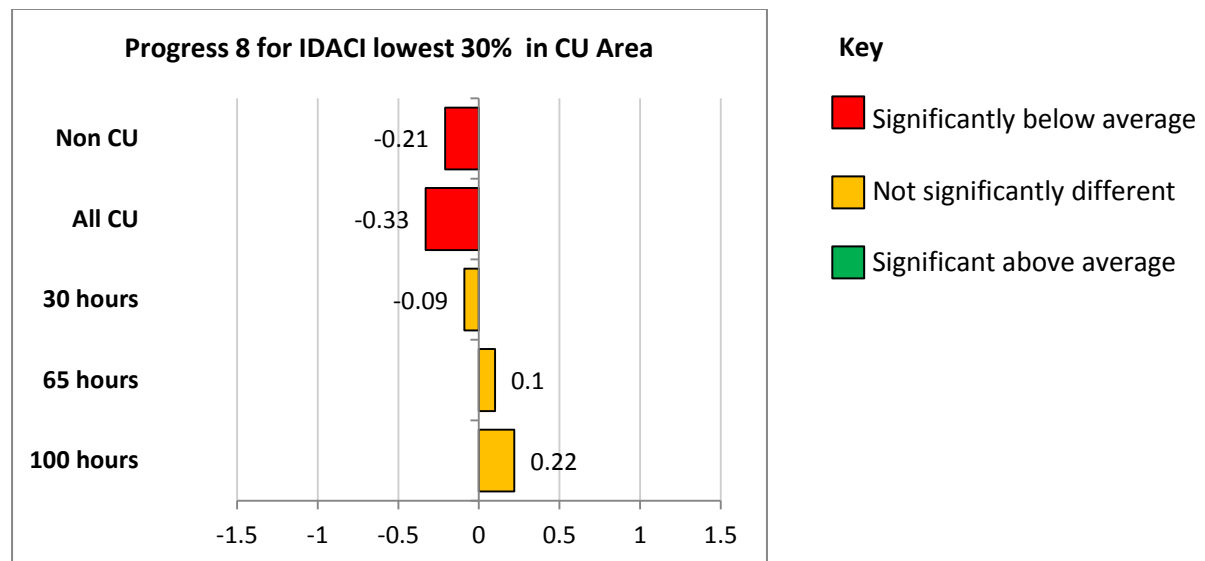


Income Deprivation Affecting Children Index (IDACI)



In 2017, 2,234 Y11 students were living in the bottom 30% of super output areas as assessed by IDACI. Of these students, 40% live in the North East of the city which contains some of the most deprived areas in the city. In this CU area, 48% of these students have CU credits, a slight increase on last year's figure of 47%.

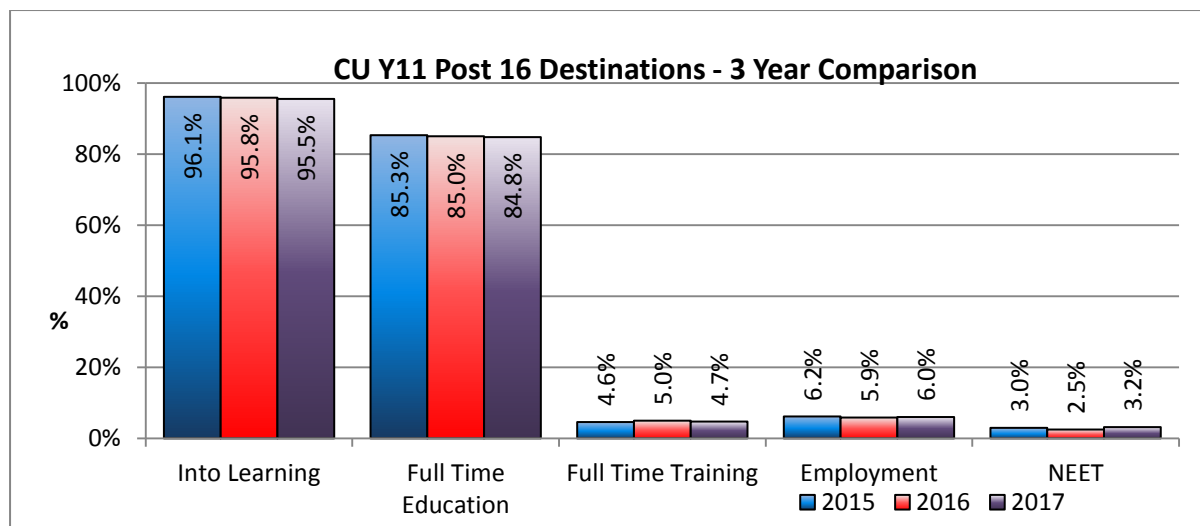
From the chart, we can see similar trends emerge, as the performance of those students at award levels is consistently better than both the local and citywide average. For those over 100 hours, the percentage of students achieving this headline measure is within 3% of the national average, exceeding the city for those over 200 hours by over 20%.



When looking at Progress 8 scores for this group of students, we can see that CU and non CU students as a whole did worse when compared with those with similar prior attainment nationally. However, when looking at those at CU award levels, performance improves with students on average doing as well as those at KS4 with similar starting points nationally.

Post 16 Progression

This report aims to build on previous analysis of progression routes for post 16 students who participate in CU in order to reinforce previous findings and identify any further trends. During 2017, numbers of Y11 participants in CU increased further, as 39% of leavers had CU credits, compared with 35% last year, and 30% the year before. This represents nearly a 10% rise in CU engagement with older students across the 3 year period.



From the chart we can see that 95.5% of CU students moved into learning, a slight decrease on the figure we saw last year but marginally above the city average of 95.1%. A similar pattern can be seen for those moving into full time education, though CU students fell below the city average of 85.7%.

When looking at CU award levels however, 96% of students who have achieved a Bronze Award (30 hours) moved into learning, rising to 96.5% of Silver Award (65 hours) and 97% of Gold Award winners (100 hours), climbing above the city average by nearly 2%. These figures are in line with the findings last year, demonstrating not only the vast majority of CU students continue with their learning post 16, but also suggesting that the more they participate, they more likely it is that they will continue to progress in learning on leaving secondary school.

The number of Y11 CU students not in education, employment or training (NEET) increased this year to 3.2%, which is slightly above both last years figure and the city average for 2017 of 2.7%. Again when looking at CU award levels however, we can see that 2.6% of students who have achieved a Gold award are considered NEET, falling to 2.5% for those at 200 hours, which are both below the city average.

Overall analysis of progression routes for post 16 CU students during 2017 continues to show positive results and reinforces the findings in previous reports. Furthermore, we continue to see a distinct increase in participation and progression into learning for those at CU award levels, particularly those achieving a Gold Award for 100 hours.

Case Studies

The Rowan School

With around 91 primary-aged children, almost all of whom are bussed into school from across the city and home again at 3.15pm, some would argue that Children's University just isn't possible here. But that's certainly not the belief among the staff team at The Rowan Primary, a special school here in Sheffield. Yes, there's very little time in the day for 'extra-curricular' learning. Yes, each child has very individualised learning and care needs. And yes, the school's budget is being stretched to the very limits just like any other school. But the staff at Rowan are fully committed to making the most of the flexible Sheffield CU model and supporting their pupils and families to feel the benefits too.

Jane Elston, a Senior Teaching Assistant has carried the mantle for CU here, since the school first subscribed back in 2013. 'It's so well-established in school. We don't have to promote the activities. It's an expectation that clubs will happen' says Jane, and they certainly do. From Games to Singing, Basketball to Bubble Room, and from Boxing (in the



school's Yurt!) to Gardening, there really is something for every child. Support staff work closely with parents/carers and they give Passports to Learning to Pupil Premium children, encouraging, supporting and signposting families to events and Learning Destinations who run activities independently of school that might cater particularly well for their child.

The CU Festival of Fun provided some activities catering specifically for children with special needs last summer. A parent of a pre-verbal child asked in school if they knew of any activities she could take her son to. Jane was able to signpost Mum to the Razzamatatz drama activities which were a fabulous success for this pupil as well as his family. 'Mum had a really good time too which was really important. Having a child with special needs often creates lots of anxieties so it's important they also feel comfortable, happy and safe at the activities'.

The CU clubs are very popular. 'All our clubs at The Rowan have an education basis but at the correct level for each child attending. For example, we run a number of Sensory Clubs which might include messy play like playing with paint-covered spaghetti for one group, and a portable bag of equipment for gross motor/sensory skills with another group. That way,

children who are working at lower P-Scales (attainment targets for pupils with special educational needs) can take part in Sensory Club just the same as a child who will transition to mainstream secondary school next year.'

Unsurprisingly for a Special School, inclusion is high on the agenda here, but staff work hard to ensure that children are able accessible to all opportunities available. The fact that all the children at The Rowan have autism and/or communication and language difficulties is no barrier to pupil voice and democracy. The School Council have successfully bid into the Sheffield CU Acorn Fund over the last few years. As in many other CU schools across the city, the potential for children to receive a pot of £250 for their own club was shared in assembly and the children were encouraged and supported to think about what clubs and activities they might like to do.



The school has also been involved in the Sheffield CU Project in a Box for the last few years. 'It's brilliant. It means our children can learn in their own way and at their own pace. They're learning the same skills as hundreds of other children from schools across the city and we love the fact that we can bring a group of them to the celebration event at the end of the year. It might take us longer than the suggested six weeks but we go at the pace of the children.' Jane is quick to point out 'All of our Acorn Fund or Project in a Box kits are still in use years later. The gardening box is out in our school allotment and we use it all year round.'

Just looking at the beautiful photos adorning the corridor and classroom walls, it is easy to see that the children really love their lunchtime clubs. But besides their beaming smiles, how can we really tell that all the extra clubs are having an impact on the children at The Rowan? Kate Sandilands (Deputy Headteacher) believes it's simple. 'Impact doesn't always show up in the numbers, especially for our children. Jane and her team do such a brilliant job. Our children don't get the opportunity to take part in lots of activities at home, and certainly not the variety on offer to other children, so we need to provide it at school at lunchtimes. We notice a real impact on behaviour and engagement and lots more. It's all vitally important learning but you can't put a number on that. Nor should you need to'.

And Ofsted would agree, having awarded the school as Outstanding in April 2018. Another child soon springs to their minds. 'For Damien the impact was enormous – he was desperate to come to our clubs. We saw a massive improvement in his behaviour and levels of interaction. We saw huge progress in him over his time with us. He was a whirlwind when he started and a different child when he left, and that's thanks to all the extra learning he

did in his clubs.’ Kate and Jane are convinced that the extra learning taking place at lunchtimes has a real positive effect on the children and their learning. But there’s evidence of this extending further, impacting engagement in school learning too. Jane adds ‘One child worked so hard on his learning and behaviour in the classroom, just so he was able to go to the lunchtime club.’

So how do they make sure CU at The Rowan has something for every child, but has an individualised approach at the same time? Jane and Kate can explain; ‘We are careful about who goes to what club and when so we make sure everyone gets the best out of it. It’s important that their time in the club is purposeful and of high quality. There’s something to appeal to every child at every level. Learning opportunities are far more holistic – few of our children can focus for an hour at a time’.

After talking through this challenge with Jane a few years ago, the Sheffield CU Team worked with the school to pilot a new policy to enable their children to earn CU credits at a similar pace to other children, despite their very restricted extra-curricular time. ‘It was important to everyone that our children had the same CU experiences as others. But at half an hour a week, it would take too long for our children to reach the milestones to receive the CU Award Certificate at Bronze (30 hours), let alone Gold (100 hours) and be able to attend the wonderful award ceremonies at the Universities’; explains Jane. ‘Now, the CU Team double-up the time our children spend at our clubs at lunchtime, so they get one CU credit for half an hour of activity. It’s great that they recognise the level of learning our children take part in – over an hour long lunchtime, they might only do 30 minutes at Craft Club but they’re also spending 30 minutes making and playing with new friends, and eating their lunch in a social situation, being supported by staff, which is a major learning curve for many of our children. It’s all a quality learning activity.’

‘CU at our school has been much more successful than I’d ever have hoped for’, Jane proudly explains. ‘To have some of our children be able to attend those Award Ceremonies is wonderful. The CU team and I plan in advance so we can make it work for our children and families. With a bit of coordination it means that our children can celebrate alongside their siblings who attend a mainstream school.

It’s so important for our children to attend the ceremonies and have this experience, and for the parents to experience it too. Often for the first time, they see that CU a bigger thing than in just our school’.



Beth Twelvetreets

People talk about 'learning' as being a journey. A journey towards a goal perhaps; being an elite athlete, an award-winning author or scientist, a famous musician. But often, a journey in learning is more about the path that the learner follows than the end result. Meandering through different landscapes, twists and turns from one interest to the next, scaling huge mountains to overcome challenges, and not forgetting of course, the beautiful landscapes of opportunity that those new skills, knowledge and experience bring.

Here in Sheffield, Children's University has been providing support and celebration for tens of thousands of individual and family learning journeys for over a decade. By providing the signposts for families to follow and the incentive to keep going and try something new, they discover new learning opportunities along their path of activities, events and places of interest. Some of the learning journeys with CU might only last a few years – for others though, their learning journey lasts much longer. When meeting Beth Twelvetreets for example, we look back and quickly begin reminiscing, for Beth's CU story has come full circle.

Around 10 years ago, Beth was one of the first children in the city to begin collecting CU credits through her primary school activities. 'I've always loved being active and creative so after school clubs were the perfect solution for me to be able to do the things I loved.'

As part of her out of school programme, Beth took up karate run by a separate club, who based their activities in school, so she collected even more CU credits in her Passport to Learning. Unsurprisingly, Beth quickly worked her way through the CU award levels, becoming our highest award winner and even led her to becoming one of our poster stars as the growth of CU in Sheffield gathered pace.



Beth speaks fondly of the times she came to our ceremonies to receive her awards all those years ago. 'I had to write a speech for one of the ceremonies that I attended because I had achieved the most CU credits in South Yorkshire. I was very nervous that day because it was the first time I had to speak in front of so many people. Mum always came with me to the ceremonies and I got the chance to shake the Lord Mayor's hand.'

But her learning journey back in primary, particularly in karate, was the start of something very special indeed. Her hours of learning, practice and hard work were rewarded with not one, but two competitions at the World Championships. 'I learnt so much just by going to the World Championships. Being away for five days in another country, we met people from all over the world. We learnt how to communicate with each other even though we didn't speak each other's languages, and learnt a bit about their countries'.



Beth's learning journey took another turn as she began secondary school. 'I continued doing more activities throughout secondary school with my friends like tennis, trampolining and table tennis but my constant activity was karate.' After Year 11, her learning took yet another direction as she began a two year college course studying Technical Theatre and really enjoyed it. She tells me 'There were many units to complete and one of my favourites was Business Administration.' And her interest in that particular module led Beth to her current role. 'Now I work at Woodthorpe Community Primary School doing a Business Administration apprenticeship'.

Not only does Beth work at the primary school where her CU journey began, Beth is the lead member of staff in the school for coordinating CU! 'Being on the other side of CU makes you realise how much goes into it' she is quick to point out. 'Doing CU as a pupil, you just don't realise how much goes on behind the scenes. The activities don't just 'happen'' she adds. 'There's plenty of varied things to do; from collating the registers, to coordinating the invites to the award ceremonies. And then there's planning the clubs and activities with other school staff, and making sure that fits into my budget too – there's so many different elements to my job but it's great...there's lots of evidence for my NVQ!'

Being located in the middle of an estate where levels of disadvantage are typically above the city average, the school constantly faces challenges in encouraging families and children to remain engaged in school, and extended activities as a result. 'You can really see how proud the children are of their achievements. Each week at cooking club, the children get to take their food home. You can hear them saying "Look what I've made" when their parent picks them up. We know they go home and want to teach their families what they've learned in Cooking Club which is really good to see. They're so proud.'

The school uses some of its Pupil Premium funding to buy Passports to Learning to give to their families to help encourage their engagement in extra learning opportunities away from school too. 'It's all about us making sure the parents realise they can get rewarded for

taking their children to events and activities. Lots of them tell us they went to the Yorkshire Wildlife Park or other places in the holidays but they often don't link the two – that their children can collect CU credits for visiting and learning while they're there, and that that learning makes a difference' Beth explains.

Her advice to the children of Sheffield is this... 'Just to do something that you enjoy. Even if your friends aren't interested in what you do, if you want to do it then you should!'

Firth Park Academy

Walking around school proudly wearing her Sheffield CU Ambassador badge, Ellie (Year 9) has been involved in CU for a very long time. But her CU journey began long before joining Firth Park Academy. She's been coming to the holiday clubs here from the age of six. And it's a family affair too; Ellie's older brother Kyle is in Year 11 and fully engaged in CU, and at age 18, their oldest brother comes back to the school to volunteer at the summer schools. Even Dad delivers some of the activities!



Firth Park Academy has a long history of providing a huge range of extra-curricular activities. They were the city's pilot Extended School back in 2007/8, working with their partners and feeder primary schools to develop a programme of enrichment activities for the whole community, not just their own pupils. Many of these activities continue now, and are run by school staff who have an interest in something, and it's not necessarily their subject area too. The ICT teacher ran the Circus Skills club!

'Getting the children in early, while they are still in primary, means we get to know them and their families in plenty of time before they even think about joining Firth Park' explains Melissa Lightfoot who is the CU Coordinator at the school. 'We get to find out what they're interested in, what they enjoy doing, but most of all, they get to know us as well. We can then use that information to help us think about any extra support any of them might need as well as the types of activities they might want to get involved in when they start.'

Such information is clearly invaluable in supporting pupils into secondary school, and CU helps with this too! Every summer, CU subscribed secondary schools receive detailed

reports which outline the CU participation of the next Y7 cohort, supporting schools to target new students for involvement. And what's even better is that those who attend the summer school, like Ellie, come from the Firth Park CU subscribed feeder primaries so they can earn CU credits for taking part too! It's clear that CU really does have an impact on primary-to-secondary transition in the Firth Park family of schools.

However, the biggest benefit is experienced by the children themselves. When asked about her experience of the summer school activities from a primary age, Ellie is keen to explain. 'We have lots of fun, but it meant I knew all about Firth Park before I even started, so I wasn't nervous. I'd already made some friends, I knew where the toilets were, I knew how to find my way around all the big buildings without getting lost and I even knew lots of the teachers and other staff too. And they knew me.' Ellie was eager to continue building up her CU credits once she joined Firth Park and developed a real keenness for drama as well as trampolining and badminton. She said 'You see your CU credits building up and then you think, OK, what's it all for? Sometimes, you might pause for a bit, but then you go to an awards ceremony and it makes you go back and think OK, what can I do to get my next award?' Ellie used that motivation to look for new opportunities and quickly worked through the levels and she received CU's highest award in 2017 – a Fellowship award for 1000 hours!



Kyle, also a student at Firth Park, is hot on the heels of his younger sister, and the competition is fierce! 'It's exciting. It's an adventure to find out more. You learn more, make new friends, take on new challenges. I was quite shy myself until I started CU. I learnt to interact with others through our interests not just friendships. I enjoy it. We have a competition to see who can get more credits. I'm in Y11 now and I just don't get why I didn't get involved earlier. I just don't get why some people don't get involved.'

And the list of all his activities which he receives with each award helps to support his application to college and beyond. But he's also keen to point out that it's not all about attending clubs yourself that leads to CU credits. As a current Year 11, Kyle's CU journey has progressed even further, despite working towards his exams.

'As a Prefect, we're encouraged to set up and run a club for the other students, based on one of our own interests or passions. I wanted to start a club that was something a bit different; something they wouldn't otherwise be taught at school. When I started the games design club I was amazed at how popular it was.' Kyle is clearly doing an amazing job

as his club is as popular as ever, but he's continuing to earn CU credits for this work too. 'I've learned loads myself from running the club' he explains. 'I've had to do loads of research about games design, but I've also learnt how to help other students who don't have much confidence or find it hard to make friends. It's been really good to see how the club has helped them with that. They work with anyone now, not just their friends'.

Kyle and Ellie's mum is also involved in CU at Firth Park, and she's quick to point out that CU has had a huge impact on Kyle too. 'Kyle describes himself as socially awkward, so being involved in a range of CU activities over the years has really helped him. He had to learn to mix with other children at the clubs he went to, and his confidence began to grow. He's come such a long way, he's Deputy Head Boy, he leads his own club and he now helps out at lots of other clubs and activities.'

Melissa adds that for the school, being part of CU is totally worthwhile. 'It's nice to see so many children trying new things, taking part in so many activities, especially those children who might be struggling in other areas of school and home life. Through our CU activities, the staff really get to know the pupils on a different level.' Melissa tells me about her Drawing Club and how two girls gingerly entered the room for the very first time last week. 'They've never been before and not really engaged in anything in the past. They can be challenging sometimes, but I was so pleased to see them taking that first step. I showed their work to one of their teachers who was really impressed. He said he was going to show it to some of their other teachers too, and I know he'll really use that to praise them and build their self-esteem.'

Of course, coordinating all these activities and CU in such a large, engaged school doesn't all happen automatically. Melissa explains 'Running around, collecting registers, filling in funding bids, ringing round parents to encourage them to go to the awards ceremony takes up so much time, but when you see the faces of the children and their parents when they receive their awards, it makes it all worthwhile. Sometimes, it's harder to convince the senior leadership team that the investment in CU is worth it, but look at those impact reports, look at the children's faces, and look at their attitude around school – it's definitely worth it!'

When I ask Ellie and Kyle why they take part in CU activities at school, the answer from both of them is simple; 'It's fun!' Kyle adds 'You just don't realise that you are learning something at the same time. Most people just take part in the clubs to have a laugh, maybe to get some exercise if it's a sports club. Then you get to go to one of the award ceremonies and that's another level. That's when you look at yourself and your friends in a cap and gown and actually realise what you've done, what you've achieved. It's an association with university too so it makes you think about going to university and what you might achieve there as well. It's something that makes you feel really good about yourself.'

Conclusion

Over the past few years, key changes in assessment frameworks at both primary and secondary level have been introduced. This report builds on the analysis of these new measures which were first presented in last years report and provides a detailed look at key benchmarks alongside participation in order to demonstrate the impact of CU in Sheffield.

Results clearly reinforce previous findings and provide further evidence of the strong link between participation in CU activities and academic performance and attendance. In each performance measure, children and young people who are members of Sheffield CU consistently perform better than their non CU counterparts as well as the local and citywide average. Detailed analysis of progress, attainment and attendance measures repeatedly show similar patterns and levels of performance for CU students across vulnerable groups, CU schools and the city as a whole.

Additionally, performance of students improves as they progress through the CU awards, especially those who have achieved Gold Award levels and attended a citywide award ceremony. This again reflects previous trends, further demonstrating the impact of continued participation in CU. Results for disadvantaged pupils are particularly significant in this area, as those with Gold Awards at primary level bettered the Sheffield average for disadvantaged by over 14%, bringing them in line with the average for all pupils. Analysis of key progress measures also continues to support previous analysis of prior attainment and show that students who participate in CU activities on average make the same or in many cases, better progress than other students nationally with similar starting points.

The positive impact of Sheffield CU on schools and families is further evidenced through a number of case studies. Supporting transition, encouraging whole family engagement and learning, helping shape decisions and learning paths post 16 and inspiring children to take control of their learning are just some of the key benefits highlighted. Importantly, evidence presented also shows how Children's University is inclusive of all children, and can be adapted for different learning needs. By providing a framework that's flexible and can be tailored to the needs of the individual, CU ensures that all children can be supported to overcome barriers to learning so they are able to access the opportunities on offer, and be celebrated for their achievements.

Sheffield Children's University

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